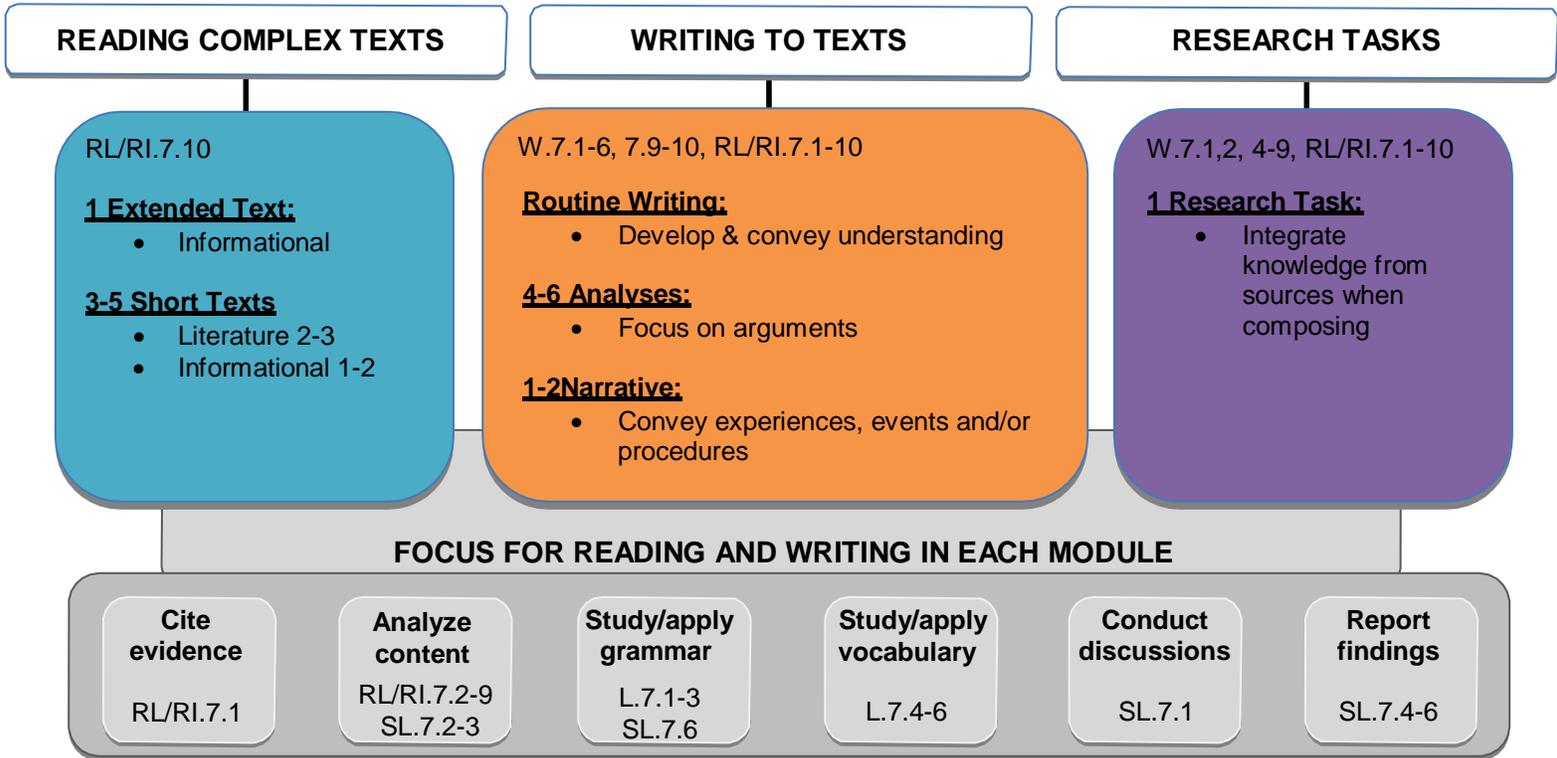


**Campbell County Schools**  
**7<sup>th</sup> Grade ELA**  
**4<sup>th</sup> Nine Weeks at-a-Glance**



\*Reading Complex Texts, Writing to Texts and Research Tasks are interrelated. It is suggested that each of these sections not be taught in isolation, but rather connected by text, theme, topic, etc.

<b>Suggested Grade-Appropriate Complex Texts</b>	
<b>Extended</b>	<b>Short</b>
<p><i>Literature:</i></p> <ul style="list-style-type: none"> <li>Professional Choice: chosen from required Reading List or Grade level Common Core Exemplars of Reading (Appendix B)</li> </ul>	<p><i>Literature:</i></p> <ul style="list-style-type: none"> <li>The War of the Wall</li> <li>The People Could Fly</li> <li>Amigo Brothers</li> </ul> <p><i>Informational:</i></p> <ul style="list-style-type: none"> <li><a href="#">Famous Immigrants</a> (timeline)</li> <li>Water: A Give and Take</li> </ul>
<b>Writing to Texts</b>	
<p>The balance of student writing at this level is <b>70 percent analytical</b> (35 percent argument and 35 percent to explain/inform) and <b>30 percent narrative</b>, with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.</p> <p style="text-align: center;"><a href="#">Click here for a deeper explanation of routine, analytical and narrative writing.</a></p> <p><b>Writing Workshop</b></p> <ul style="list-style-type: none"> <li>Argumentative Writing             <ul style="list-style-type: none"> <li><i>Amigo Brothers</i></li> </ul> </li> </ul>	

- After reading *Amigo Brothers*, choose which boy you think would have won the fight. Base your response on characteristics and facts from the story.
- *New 2013-2014 TN Writing Rubrics:*
  - [Informational/Explanatory](#)
  - [Opinion/Argument](#)

## Research

This module includes the opportunity for students to produce *one extended project* that uses research to address a significant *topic, problem, or issue*. This entails gathering and synthesizing relevant information from *several* additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module.

### **Students are expected at this stage to:**

have performed research that assesses the accuracy of sources and uses a standard citation format to acknowledge the conclusions of others.

### **Students can present their findings:**

in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally.

**(Research aligned with the standards could take one to two weeks of instruction.)**

### ***Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.***

\*W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

## Technology Expectations – Course Duration

*The following standards explain Common Core expectations for the use of technology in the research, production, and distribution of content.*

- [RL.7.7](#) Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- [RI.7.7](#) Compare and contrast a text in an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- [W.7.2a](#) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- [W.7.6](#) Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- [W.7.8](#) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- [SL.7.2](#) Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- [L.7.4c](#) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

## RI – Reading Informational Text

- [RI.7.1](#) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- [RI.7.2](#) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- [RI.7.4](#) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone
- [RI.7.5](#) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- [RI.7.6](#) Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- [RI.7.8](#) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- [RI.7.9](#) Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- [RI.7.10](#) By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## W - Writing

- [W.7.1](#) Write arguments to support claims with clear reasons and relevant evidence.
  - [W.7.1a](#) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - [W.7.1b](#) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - [W.7.1c](#) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - [W.7.1d](#) Establish and maintain a formal style.
  - [W.7.1e](#) Provide a concluding statement or section that follows from and supports the argument presented.
- [W.7.2](#) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - [W.7.2a](#) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - [W.7.2b](#) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - [W.7.2c](#) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - [W.7.2d](#) Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - [W.7.2e](#) Establish and maintain a formal style.
  - [W.7.2f](#) Provide a concluding statement or section that follows from and supports the information or explanation presented.
- [W.7.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- [W.7.5](#) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 [here](#).)
- [W.7.6](#) Use technology, including the Internet, to produce and publish writing and link to and cite

sources as well as to interact and collaborate with others, including linking to and citing sources.

- [W.7.7](#) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- [W.7.8](#) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- [W.7.9b](#) Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
- [W.7.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## SL – Speaking & Listening

- [SL.7.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
  - [SL.7.1b](#) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  - [SL.7.1d](#) Acknowledge new information expressed by others and, when warranted, modify their own views.
- [SL.7.2](#) Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- [SL.7.3](#) Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- [SL.7.4](#) Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- [SL.7.5](#) Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- [SL.7.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 [here](#) for specific expectations.)

## L - Language

- [L.7.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [L.7.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
  - [L.7.4b](#) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- [L.7.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - [L.7.5b](#) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- [L.7.6](#) Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.